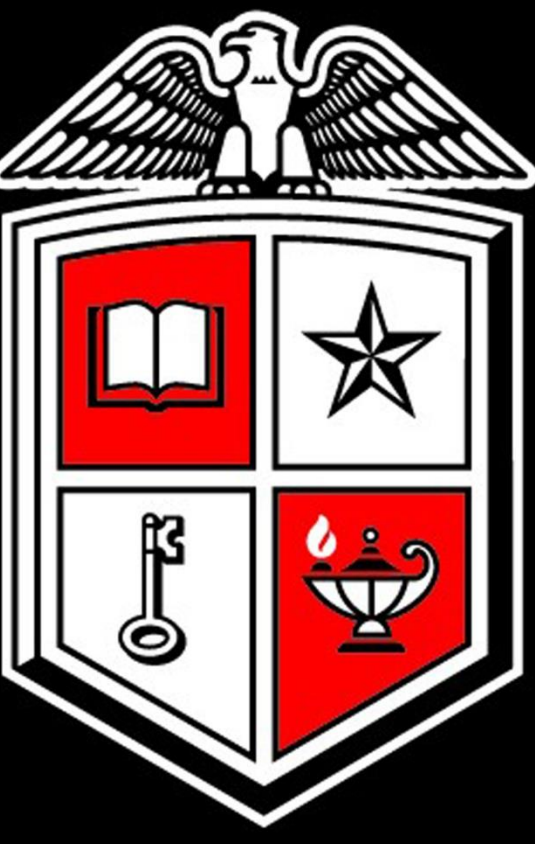


Likelihood of Agricultural Undergraduate Student Predisposition to Join Classroom Discussion Based Upon Critical Thinking Style, Gender, and Academic Performance

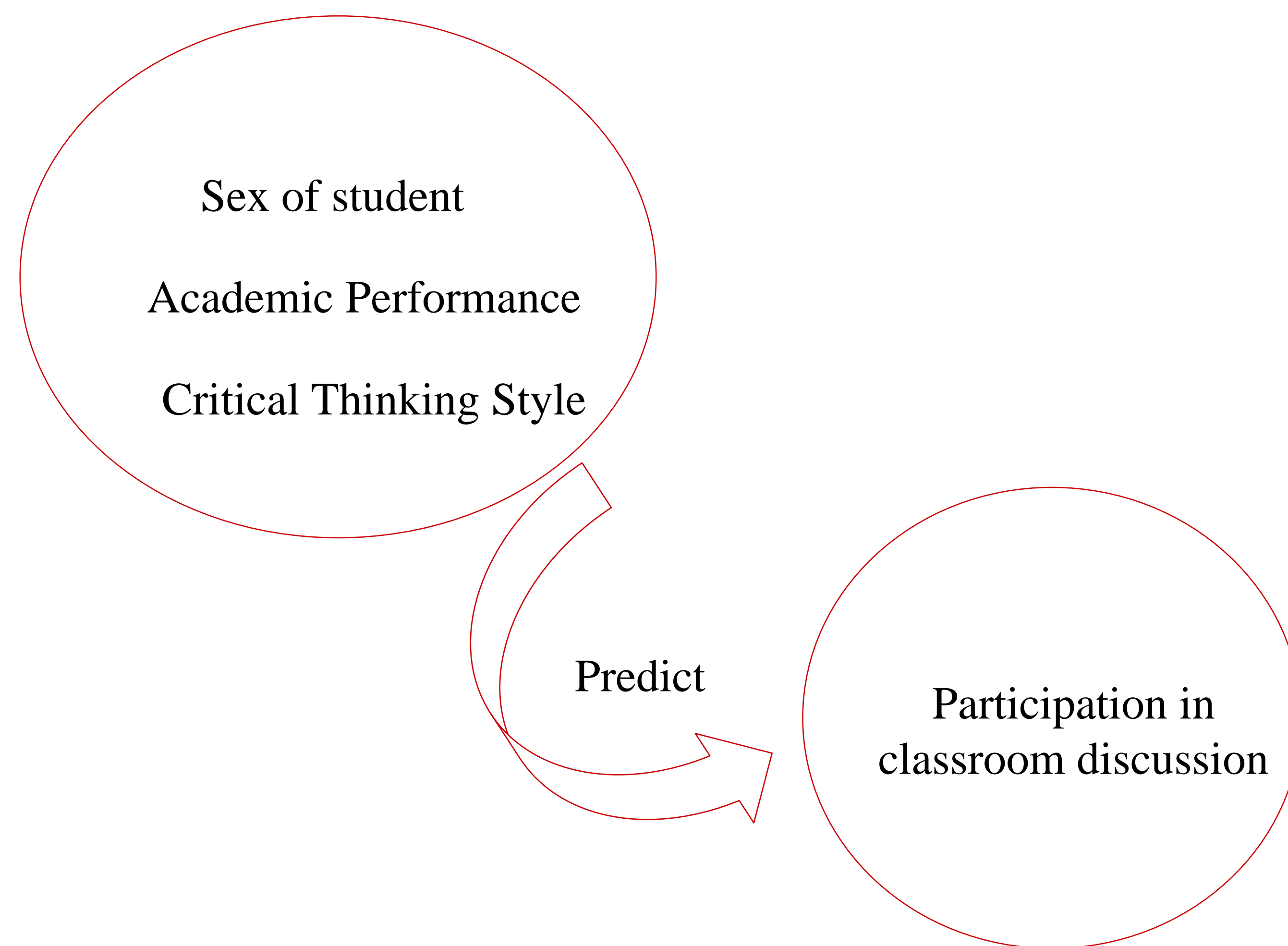


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Introduction

- Engaging students in social interactions such as classroom discussions improves their learning by developing their critical thinking and problem solving skills (Hurst, Wallace, & Nixon, 2013).
- An ideal class discussion involves the majority of students responding constructively to other students' comments, questions, and suggestions (Wade, 1994).
- Enhancing student classroom engagement could facilitate student learning and nurture student's critical thinking ability (Cohen, 1991; Crone, 1997).

Purpose & Objectives



Methods

- Descriptive correlational research design
- Convenience sampling method was used to select 104 undergraduate students at Texas Tech University.
- Critical think style was measured by the University of Florida Critical Thinking Inventory (UFCTI) (Lamm & Irani, 2011).
- Academic performance was measured by self-reported grade point averages (GPA) ranging from 1.0 to 4.0, and student sex was reported.
- Participation in classroom discussions, a categorical variable measured dichotomously 1= *Yes* and 0=*No*, was the dependent variable.

Theoretical Framework

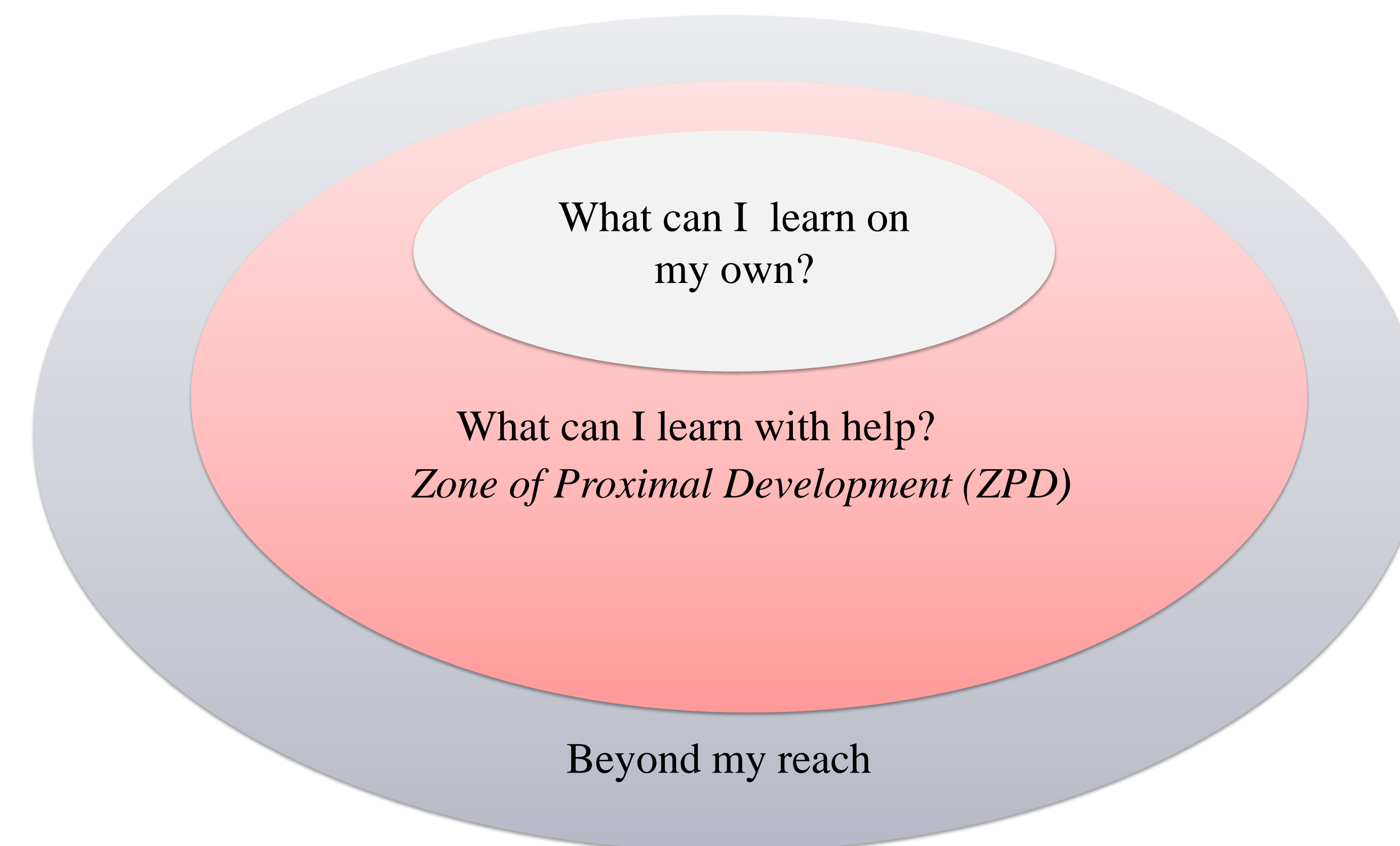


Figure 1. Social development theory (Vygotsky,1980).

Conclusion & Recommendations

- This study provides quantitative evidence for understanding the relationships between classroom discussions and gender, academic performance, and critical thinking style.
- Male students were more likely to participate in classroom discussions than female students.
- Seekers were more likely to participate in classroom discussions than those with an engagement critical thinking style.
- Instructors need to create a conducive learning environment that will motivate female students to participate in classroom discussions.
- Interactive tasks should be incorporated into the teaching learning process.
- Confirmatory studies involving larger samples and other universities would be valuable.

References

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Findings

- Out of 104 students, 67 (64%) were females and 37 (36%) were males.
- The students average GPA was 3.36 ($M = 3.36, SD = .51$).
- Critical thinking style scores ranged from 64 to 91 ($M = 74.76, SD = 3.60$).
- Most of the students ($n = 68, 65.4%$) would participate in classroom discussions.
- Hosmer-Lemeshow test revealed a non-significant chi, $\chi^2 = 6.39, df = 8, p = .60$
- Nagelkerke ($R^2 = .11$), 11% of the variance in participation to classroom discussions can be predicted by a linear combination of GPA, gender and critical thinking style, $\chi^2 = 8.22, df = 3, p = .04$.
- Individually, only gender was a significant predictor of participation in class discussions ($\beta = 1.44, \chi^2 = 7.02, p < .05$).